

SECTION TWO: Understanding Citizenship - Making a Difference Kaitiakitanga me Manaakitanga

This section explores what it means to be a citizen and what it looks like to make a difference. Students gain an understanding of the concepts of Mauri, Kaitiakitanga and Manaakitanga.



The purpose of this section is to help students to:

- Identify what groups they belong to and to understand what it means to be a good citizen in those groups. Understand that working collectively together is an effective way to make a difference in our communities and for the planet.
- Develop an emergent understanding of the concepts of Mauri, Kaitiakitanga and Manaakitanga.

Key Understandings for Section Two

- We are citizens of many groups.
- We have a right and a responsibility to make a difference in the groups we belong to. Every action we take to increase the mauri of any group will make a difference.

Learning Experience Resources (LER 16 - 22) are at the end of this section and are linked from each Learning Experience.

Section Two: Understanding Citizenship - Making a Difference

Kaitiakitanga

Learning Experience	Content	Learning Intentions	Curriculum Links
1. Where do I Belong, have a Voice and can make a Difference ?	<p>Personal / class pepeha</p> <p>Identify groups students belong to.</p> <p>Mapping the level of participation in groups.</p> <p>Develop a definition of a good citizen.</p>	<p>Identify groups they belong to and can give a level of assessment they feel about their citizenship in that particular group.</p> <p>Start formulating what makes a good citizen.</p>	<p>Social Sciences: Level 3 Understand how formal and informal groups make decisions that impact on communities.</p> <p>Level 4 Understand how people participate individually and collectively in response to community challenges.</p>
2. What does making a Difference look like? How do I make a Difference?	<p>Share video and stories about how they have exercised kaitiakitanga and manaakitanga.</p> <p>Roleplaying citizenship</p> <p>Create a class definition of citizenship.</p>	<p>Understand the concepts of citizenship, kaitiakitanga and manaakitanga.</p> <p>Know what these words look like in action.</p>	
3. Increasing the Mauri of my Community	<p>Discussion around what the concept of Mauri is.</p> <p>Weave an Intention Whariki for what I do in the playground.</p> <p>Map or game of how I can add to the mauri in my groups or places.</p>	<p>Understand that there are many ways to be a good citizen and add to the healthy mauri of our communities.</p> <p>Know what are the benefits of being a good citizen - someone who exercises kaitiakitanga and manaakitanga.</p>	
4. Finding Examples of Citizenship in our Communities.	<p>Co-construct an interview for whānau about what they do to add to the mauri of their communities.</p>	<p>To interview their own whānau about how they contribute to the groups they belong to.</p> <p>Develop an understanding of the range of ways people contribute to the groups they belong to.</p>	

Home Link 

Learning Intentions:

Students will...

- Identify groups they belong to and can give a level of assessment they feel about their citizenship in that particular group.
- Start formulating what makes a good citizen.

Success Criteria:

- Fill out a chart that shows what groups you are involved in.
- Assess and represent your level of participation and contribution within that place or group.
- Write a draft definition of "What is a good citizen?"

Education for Sustainability Concepts:

- Responsibility for action / Kaitiakitanga

Resources:

- [LER 16: Criteria Mapping for Citizenship of Groups](#)
- [LER 17: Mapping The Groups I Belong To Template](#)

2:1 Where Do I Belong, Have a Voice and Can Make a Difference?

Teacher Notes

The purpose of this activity is to develop ideas around what citizenship means. It also introduces the important message that we as citizens belong, we matter, we have a voice and we can make a difference.

Background Knowledge

Pepeha - This is a way of acknowledging and introducing who you are in relation to your environment and your family history or whakapapa. We often choose to take responsibility and care for places that we have a connection and a sense of belonging to.

Develop your own pepeha

It is always best to check with your parents, extended whānau or mana whenua at your local marae to ensure your pepeha represents you and your home.

A template is available at: www.maori.org.nz/downloads/pepeha.pdf

Citizenship is the status of being a citizen. If you have citizenship in a country, you have the right to live there, work, vote, and pay taxes! (Vocabulary.com)

This is the same with groups you belong to.

You have a right:

- to be there
- to do things
- to express your thoughts and feelings
- to make a difference there.

And you have a responsibility:

- to respect others
- to participate
- to contribute.

A person **exercising citizenship** can be defined as someone who contributes to make the group, community, country, planet a better place to be.

Groups we belong to

Some examples of groups you may belong in are: family/whānau, church, sports teams, classroom, school, Guides or Scouts, marae, hapū, iwi, town or city, local suburb / community, awa / river, maunga / mountain, country / whenua, planet earth / Ao te whenua, road user, Kiwi Conservation Club.

Learning Experience:

- Share or develop personal or class pepeha - highlighting groups we belong to.
- Brainstorm as a class all the groups you might belong to...
 - Put on the [Criteria Mapping for Citizenship of Groups Template \(LER 16\)](#) the groups you belong to
 - Using this template look at a definition of citizenship and its criteria. Use the criteria for gauging the extent of your participation in the different groups you belong to - to start to give you an understanding of what citizenship is about.
 - Map this information showing your groups and your level of participation using the [Mapping The Groups I Belong To Template \(LER 17\)](#) - see instructions on template.
- In pairs share your Group Maps. Discuss the reflection questions.
 - What things are the same and different between your map and your buddy's map?
 - How do you feel about being a citizen of your different groups?
 - Within each group do you feel you have a 'voice' that people listen to you? Discuss this.
 - How do you participate and contribute positively in these groups e.g. discussions, actions, voting.
- So what makes a good citizen of any group? Write in your pairs what you think - I wonder if a good citizen is someone who ...

Kia Mau! Extract the Essence

- Groups I belong to are...
- I think a good citizen is someone who ...
- A group that listens to me or lets me help make decision about things is ...

Learning Intentions:

Students will...

- Understand the concepts of citizenship, kaitiakitanga and manaakitanga.
- Know what these words look like in action.

Success Criteria:

- Explain what **Citizenship**, **Kaitiakitanga** and **Manaakitanga** mean.
- Describe how you could make a difference in the groups you belong to.

Education for Sustainability Concepts:

- Responsibility for action / Kaitiakitanga
- Manaakitanga

Resources:

[LER 18: Kaitiakitanga and Manaakitanga Scenario Cards](#)

[LER 4: Atua and Pūrākau](#)

[LER 19: Citizenship Scenario Card](#)

[LER 20: Role Play Elements](#)

[LER 21: Movie Making Guidelines](#)

2:2 What Does Making a Difference Look Like?

Teacher Notes

The purpose of these activities is to develop ideas around the concepts of **Kaitiakitanga** and **Manaakitanga** and **Mauri**. Included are examples of how people are good citizens in their communities.

Students identify practical examples of **Kaitiakitanga** and **Manaakitanga** and make that connection to **Citizenship**.

Role playing examples of citizenship will help the students to **exercise their Citizenship Muscles** (credit: Story of Stuff Project) and develop an understanding that being a good citizen takes practice.

Background Knowledge

Kaitiakitanga - Guardianship and protection.

It is a way of caring for the environment, based on the Māori world view. A kaitiaki is a guardian such as an [Atua \(LER 4\)](#). A person or group that cares for an area such as a lake or forest is supporting the kaitiakitanga of that area.

Manaakitanga - Hospitality, generosity, support, respect and care for others.

Nurturing people so that they feel valued and looked after. Encouraging a feeling of belonging in this community / place / planet.

Citizenship is the status of being a citizen. If you have citizenship in a country, you have the right to live there, work, vote, and pay taxes. (Vocabulary.com)

This is the same with groups you belong to: - You have a right

- to be there,
- to do things,
- to express your thoughts and feelings,
- to make a difference there,

And you have a responsibility

- to respect others,
- to participate
- to contribute.

A person **exercising citizenship** can be defined as someone who contributes to make the group, community, country, planet a better place to be.

Learning Experience:

Understanding Kaitiakitanga and Manaakitanga

- Put the words **Kaitiakitanga** and **Manaakitanga** on display with their definitions.
- Share one or two of the following:
 - [Watch An Entire Team Of Teenage Football Players Do Something Very Unexpected](#) - a lovely example of kids helping out others and getting unexpected personal rewards.
 - [Boy's selfless birthday donation wows foodbank](#) - newspaper article
 - [Bill Kerrison - Saving NZ's longfin eel](#) - You tube River story - example of Kaitiakitanga
- Think, pair, share
 - What are some ways you have looked after or nurtured the natural world, people, animals, places and family?
 - Record examples under the words - Kaitiakitanga and Manaakitanga and make a third list where both are present.
- Display each [Kaitiakitanga and Manaakitanga Scenario Card \(LER 18\)](#) or write your own. Visualize each scenario before and after.
 - What or whom has this action made a difference for?
 - How has it improved their lives?
 - What makes this an example of **Kaitiakitanga**?
 - What makes this an example of **Maanakitanga**?

Kia Mau! Extract the Essence

- Draw what a strong citizen would look like with
- What sorts of things did they do to develop those citizenship muscles?

Role playing Citizenship

- Role playing Citizenship - **Exercising our Citizenship Muscles**
 - Share situations or examples where you have had to make a choice and reacted like a good citizen. For example - seeing little kids walking home and needing to cross the road, helping a neighbour put out the recycling.
 - Choose a [Citizenship Scenario Card \(LER 19\)](#) to act out, to practice using your citizenship muscles. These can be done individually or in groups.
 - × Create a role play in groups for what a good citizen would do in their situation - [Role Play Elements \(LER 20\)](#)
 - × Write and create a short movie showing what a good citizen would do in their situation - [Movie Making Guidelines \(LER 21\)](#)
 - × Write a solution to your scenario. Possible genres: narrative, expository
 - × Discuss possible solutions to your scenario in groups or with partners.
- View the role plays / movies
 - Discuss what aspects of manaakitanga, kaitiakitanga and citizenship did you view or role play yourselves?
 - Have you ever experienced something similar? How did you feel? What did you do?
- Create a class definition of Citizenship e.g: A citizen is a member of a group of people who exercise kaitiakitanga and show manaakitanga. As a citizen I matter, belong, can make a difference and have a say in what happens.
- Show the example of Mt Cook School using their citizenship muscles when the government wanted to put a main road right next to their school. The first part of this clip is slow but it shows a school community making a difference to the mauri. [A Lesson in citizenship - Mt Cook School](#)

Learning Intentions:

Students will...

- Understand that there are many ways to be a good citizen and add to the healthy mauri of our communities.
- Know what are the benefits of being a good citizen - someone who exercises kaitiakitanga and manaakitanga.

Success Criteria:

- Can identify ways they could contribute to increasing the **Mauri** of a group or place.

Education for Sustainability Concepts:

- Manaakitanga
- Responsibility for action / Kaitiakitanga

Resources:

[LER 22: How I Add To The Mauri Of My Groups And Places.](#)

2:3 Increasing the Mauri of My Community

Teacher Notes

The purpose of these activities is to develop an understanding of the concept of **Mauri**. To investigate who and what contributes to making our communities a good place to be for all people and nature.

Background Knowledge

Mauri

The essential vital quality and well being of an individual, a group, a place or an ecosystem. Understanding the mauri or well being of a place helps us to see why **Kaitiakitanga** is important. When mauri is weakened by neglect, overuse or pollution- many other life systems are affected eg cars and roads and their effect on wildlife and nature. By practising **Kaitiakitanga** we can help to protect and nurture the mauri of a community and place.

Kaitiakitanga - Guardianship and protection.

It is a way of caring for the environment, based on the Māori world view. A kaitiaki is a guardian such as an [Atua \(LER 4\)](#). A person or group that cares for an area such as a lake or forest is supporting the **Kaitiakitanga** of that area.



Learning Experience:

Brainstorm together

- What are the things and the people who help to make the playground a good place to be?
- What are the things and the people who help to make the playground not a good place to be?
- Who can make a difference - who can make it a good place to be?
- What are the benefits of it being a good place to be for people and other living creatures?
- What are the benefits for you of contributing?
- What would happen if we didn't all contribute to making it a good place to be?
- Look at the definition of **Mauri**: The essential quality or feeling of a being, group of people, place or ecosystem.
 - In pairs - give a rating to our playground - on a scale of 1-5 how good is the mauri of our playground.
 - As an example ... As a citizen of our playground - what could you or we do to make it a better place - how could we practice kaitiakitanga or manaakitanga.
 - Discuss the benefits for the school and the benefits for us personally.
- Create a **Raranga Whariki - Intentions mat**. The raranga (woven) whāriki (mat) pattern symbolises cooperative learning.
 - Weaving an intention whāriki/mat:
 - × Write something you do or could do to exercise your citizenship muscles in the playground on a strip of paper
 - × In groups weave small mats to display the interconnectedness of your intended actions
 - × See examples of Youtube videos of how to make a simple woven mat - [How to make a Woven Paper Mat](#) or [Make Paper Weave Placement](#)
- Discuss how these people are increasing the mauri of these places and who benefits indirectly - is it just the family or the long fin eel?
 - × View the clip of Bill Kerrison making a positive difference to the mauri of his local ecosystem - [Bill Kerrison - Saving NZ's Longfin Eel](#)
 - × Read the newspaper article [Firewood Delivered To Families In Need](#)
- Think, pair, share:
 - What is the feeling in:
 - × our classroom / akomanga
 - × our school / kura
 - × our community / hapori
 - Brainstorm to share and celebrate - What are actions that we take as citizens that enhance a positive feeling in these places ?
 - What are the benefits to us personally or for the groups ?
- Use the [How I Add to The Mauri of My Groups and Places \(LER 22\)](#) instructions to create a mind map or picture map to highlight personal actions and benefits. The students may also choose to create a game that has the same information within it. Display / play the finished products.
- View this inspirational young man's ideas on how he made a contribution to the global community. [Playing with Good Garbage \(From Bags to Riches\): Akbar Khan at TEDxYouth@BommerCanyon](#)

Kia Mau! Extract the Essence

- Things I do to increase the mauri of our classroom or of our school.
- Some other things I could do to increase the mauri of our classroom, school or community.
- What are the benefits of contributing to the mauri of a place or group?

Learning Intentions:

Students will...

- To interview whānau about how they contribute to the groups they belong to.
- Develop an understanding of the range of ways people contribute to the groups they belong to.

Success Criteria:

Can identify ways people do contribute to groups already in their community.

Education for Sustainability Concepts:

- Manaakitanga
- Responsibility for action / Kaitiakitanga

Home Link

2:4 Finding Examples of Citizenship in Our Communities.

Teacher Notes

The purpose of this activity is to find and hear about real life examples of people we know contributing to the **mauri** of different groups in our community.

The students will talk to their whānau to see how they contribute in groups. This can cover a range of things; housework, gardening for food, charity, social crisis donation, caring for children, preparing hangi, give a little campaigns, reducing their carbon output, writing letters to the media or government on issues, baking for the school fair, community projects, helping at school, helping neighbours, volunteering for other organisations, fundraising and such like.

It is important that the students understand that most people will do what they can and there are many factors that impact on their ability to contribute to the groups they belong to.

Background Knowledge

Mauri

The essential vital quality and well being of an individual, a group, a place or an ecosystem. Understanding the mauri or well being of a place helps us to see why kaitiakitanga is important. When **mauri** is weakened by neglect, overuse or pollution- many other life systems are affected eg cars and roads and their effect on wildlife and nature. By practising kaitiakitanga we can help to protect and nurture the mauri of a community and place.

Kaitiakitanga - Guardianship and protection.

It is a way of caring for the environment, based on the Māori world view. A kaitiaki is a guardian such as an [Atua \(LER 4\)](#). A person or group that cares for an area such as a lake or forest is supporting the kaitiakitanga of that area.

Learning Experience:

Interviewing our whānau about citizenship

- Co-construct an interview to use with a family member to find out how they make a difference to their: family / whānau, school / kura, community / hapori, New Zealand / Aotearoa or the planet. This could be: housework, charity, social crisis donation, give a little, reducing their carbon output, writing letters to the media or government on issues, community projects, volunteering or something else.
 - Have a discussion about what would be good questions to ask i.e open ended, super six: who, what, why, when, how.
 - Model an interview with the class.

Sharing our examples of citizenship

- With the results of the interviews create a display of the different ways people are good citizens and increase the mauri in their community. This could be in the form of a graph, picture display, phrases around a central title or a short film.
- Ask some whānau to come and share what they contribute to and how and what it means to them.
- Regularly celebrate the contributions people make as part of the everyday cultural practises of the class.

Kia Mau! Extract the Essence

- Here are two examples of how people contribute in groups that surprised me or I thought was interesting.

SECTION TWO

Learning Experience

Resources 16-22

LER 16

Criteria Mapping for Citizenship of Groups

NAME: _____

CITIZENSHIP CRITERIA	I belong.	I have a role - I participate in this group / place.	I have an opportunity to share my ideas and opinions and I am listened to.	I follow the rules most of the time.	I can make the group or place better.	TOTAL
GROUPS	Scale: Put a number between 1 and 5. 1 being low and 5 being high.					TOTAL
Example	5	4	3	5	4	21
Whānau/ Family						
My Local Community						
My Town/City						
Aotearoa/New Zealand						
The Earth/Ao te Whenua						

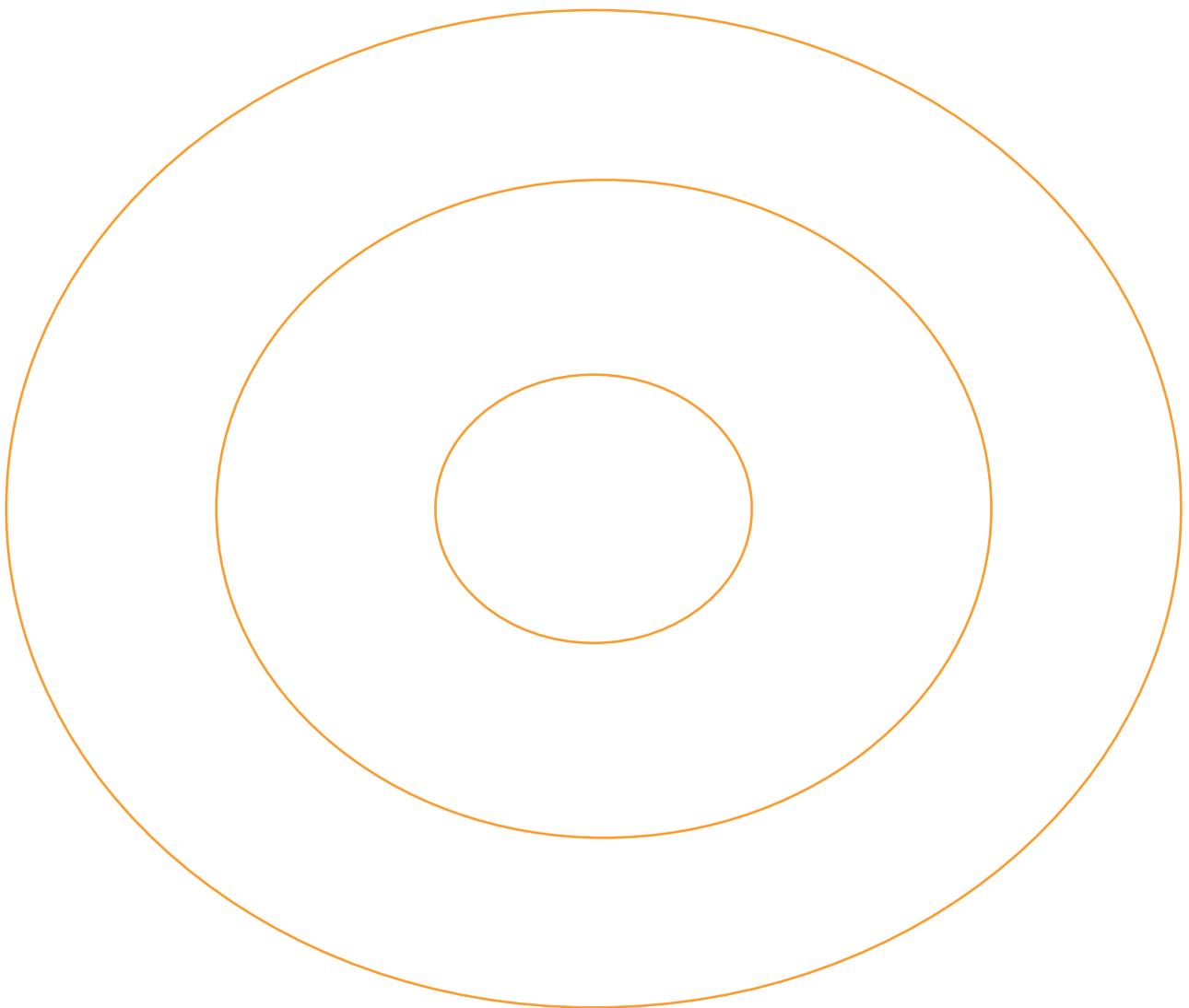
LER 17

Mapping the Groups I Belong to

Put your name in the middle of the page and then your family close by. As the groups get bigger put them further out on the page. eg: Earth / Ao te whenua will be near the outside edge.

Draw a circle around each group which shows how much you feel you matter, have a voice and can make a difference. A small circle for those groups where you scored low on the Citizenship criteria, and a larger circle for those groups where you scored higher.

Groups where I matter, belong, can make a difference and have a voice



Reflection Questions

- What things are the same and different between your map and your buddy's map?
- How do you feel about being a citizen of your different groups?
- Within each group do you feel you have a 'voice', that people listen to you? Discuss this.
- How do you participate and contribute positively in these groups e.g discussions, actions, voting.

SCENARIO 1

There was a plot of land near to a school that was full of rubbish and weeds. A class has helped the local council to tidy it up. They made a plan together. They planted native trees and other plants. It is now full of birds and insects. The class raised money for a wooden seat. It is a place where people can walk or sit.

SCENARIO 2

There is a group of students from another school visiting. Usually the students are shown around by a teacher and then are left to look after themselves. This time your class welcomes them in and shows them where everything is. At break times you make sure they have somewhere to sit and introduce them to other students. At lunchtime you provide them with food and drink. Then at the end of the day you say goodbye and wish them a safe journey home.

You are at sports practise and someone in the team is having a bad day and not playing very well.

You are walking to school and you see someone pull some letters out of a letter box and throw them under a bush.

Your friend is away sick and you know she has library duty. If she is not there the library will have to be closed for lunchtime.

Your mum has been sick all week and when you get home from school she is sitting on the couch looking unwell.

You have been asked to take out the rubbish. You forgot and the dog got into it.

You have new neighbours and you are excited to meet them until you see they look different from you and speak another language.

There is a new kid at school and your teacher has asked you to look after them. Your friend says no and walks away.

Your school is having elections for the student council. You hear people saying they are not going to bother to vote.

You really enjoy playing your sport but your team needs some new uniforms or equipment.

You see a bunch of younger children up to mischief during play time.

A local church is damaged in a fire. People have donated money to help fix the church.

Your local park has an area of native bush but it is full of weeds and rubbish so it is not very nice to spend time there.

There are families in your community that cannot afford to buy good food.

Allocate jobs

- director, time monitor, on task manager, noise monitor

Consider

- time frames: time to prepare, length of role play.

Choose

- issue, characters and setting

Discuss

- situation and good citizenship, kaitiakitanga, manaakitanga behaviour being shared with class

Practise

- exaggerate movements, speak clearly, create good flow

Show

- to the class

STEPS:

- 1. CREATE A STORYBOARD** outlining what will happen in each scene. Draw image and add description about what is happening in each scene. See the template on the next page.
- 2. DISCUSS AND LIST** who will gather what
 - Scenes, wardrobe, props.
- 3. PREPARE**
 - What equipment is needed? Video recording device, tripod.
- 4. RECORD**

Handy Hints:

 - Pay attention to outside influences, eg. filming in windy or noisy conditions lessens the quality of the video.
 - Make sure that the camera is close enough to the actors so that they can be heard clearly.
 - Be careful not to move the camera back and forth too much.
- 5. EDITING**
 - Re shoot any parts that cannot be heard easily or don't look right.
 - Cut out any silences that shouldn't be there.
- 6. INSERT CREDITS** at the end and make sure that everyone involved in the movie is credited.
- 7. UPLOAD** the video to Vimeo or YouTube then add to your blogs/websites.



Movie Making Guidelines - STORYBOARD

LER 22

How I add to the Mauri of my groups and places

Create a mind map or picture map that shows what you do or could do to add to the mauri of my community within these different groups.

Include the information:

At home I ...

What are the benefits for me ?

What are the benefits for my whānau ?

At school I

What are the benefits for me ?

What are the benefits for my school ?

In my neighbourhood I

(This could include sports teams, clubs, marae etc)

What are the benefits for me ?

What are the benefits for my community ?

Or create a game that has the same information with in it.